



Performance Appraisal

It is important to understand the enlisted performance system because it has impact on your career in the Coast Guard and is one of the primary ways the organization monitors the performance of its workforce.

Road Map

Performance Appraisal

- **Performance Evaluation**
- **Evaluation Forms**
- **Personnel Manual**
- **Relation to Advancement**

Performance
Evaluation

STATE: Enlisted performance evaluations are the “scorecards” supervisors use to rate your performance. We are going to look at your role in the evaluation process.

ASK: When are marks due for non-rates?

They may not know this--E3 Nov and May, E2 October and April

ASK: If you didn't know, where can you find information about the marking system?

The group may not know. Give them a few seconds to answer.

STATE: All of you need to read Chapter 10-B of the Personnel Manual to be familiar with the system. Today we'll look at some of the important sections of that chapter.

Evaluation
Forms

STATE: First, though, we are going to look at the Enlisted Performance Evaluation Form and Enlisted Evaluation Support Form for non-rated personnel.

NOTE: Pass out the marks form and the support form to all present.

Give the group enough time to read both forms. Be prepared to answer questions.

STATE: Take a good look at the various performance dimensions. Your marks are based on your behaviors compared to the written standards in the form. In other words, if you want a six in the PROFESSIONAL/SPECIALTY KNOWLEDGE performance dimension you have to display all of those behaviors in the "six" block.

STATE: The marks are based on the written standards found in the forms NOT compared to the performance of other people at the same rank or in the same rate.

STATE: It's important to remember that according to the PERSMAN: "A '4' represents the expected performance level of all enlisted personnel."

ASK: What impact should a single event, good or bad, have on a set of marks?

Let them answer, the response your looking for is "not much."

STATE: A single incident should not have a significant impact on a set of marks.

ASK: How long is a marking period for a non-rate?

Six months -- they should already know this.

STATE: Marks are a reflection of performance over a six-month period. One event, good or bad, should not impact marks. The supervisor needs to evaluate behavior over the entire marking period.

ASK: What were you doing 136 days ago?

None of them should be able to answer accurately. This question sets up their role in the marking system of keeping their supervisor informed.

STATE: So if you have trouble remembering what you did, imagine your supervisor tracking two, three or even a dozen people.

ASK: What can you do to help?

You may not get a lot of answers from them since they have little experience in tracking any performance, let alone their own. You want to build on the last question that marks are the responsibility of both the person being marked and the supervisor.

PERSMAN
(Change 27)

STATE: Let's go over the responsibilities of the person being marked (evaluee). This comes from 10-B-4 in the PERSMAN. The evaluatee is responsible for:

- 10-B-4-c-(1) "Learning the intent and procedures of the EPES as set forth within these prescribed guidelines"
- 10-B-4-c-(2) "Finding out what is expected on the job"
- 10-B-4-c-(3) "Obtaining sufficient feedback or counseling and using that information in adjusting, as necessary, to meet or exceed the standards"
- 10-B-4-c-(4) "Providing a list of significant accomplishments if desired i.e., the Enlisted Performance Support Form (EPSF)"
- 10-B-4-c-(5) "Requesting a copy of their EPEF, if desired"
- 10-B-4-c-(6) "Signing their name in the member's signature block indicating acknowledgment of:
 - 1. the counseling/review of their evaluation
 - 2. the impact of their evaluation on their Good Conduct eligibility
 - 3. their appeal time frame
 - 4. their advancement potential/recommendation
 - 5. their desire to participate or not to participate in the next Service Wide Examination"

10-B-4-c-(1)

STATE: "Learning the intent and procedures of the evaluation system as described in the PERSMAN" -- in other words, as part of the marking system you are **required** to read Chapter 10-B in the PERSMAN!

10-B-4-c-(2)

STATE: "Finding out what is expected on the job."

ASK: Where will you find out what is expected from you?

Some people may say the marks provide what is expected. THAT IS TRUE and you can acknowledge that. Then tell them the marks outline general behaviors. Where will they find out specific expectations? The answer you want is "their supervisors."

STATE: The best place to learn what is expected during a marking period is from your supervisor. Hopefully you can sit down with them at the beginning of the period and sets some goals and find out their expectations.

ASK: Why is it important to have goals?

It let's them know what to work on and gives them something to shoot for during the marking period -- it provides some direction.

STATE: According to the PERSMAN both the supervisor and the evaluatee are responsible for establishing these goals.

NOTE: It's not solely the supervisor's responsibility!

10-B-4-c-(3)

STATE: The PERSMAN also states, "Obtaining sufficient feedback or counseling and using that information in adjusting, as necessary, to meet or exceed the standards found in the performance dimensions."

ASK: When should they look to get this feedback? Why?

During the marking period so they can be sure to meet their supervisors expectations.

STATE: The PERSMAN does state, "no specific form or forum is prescribed for performance feedback." Performance feedback can occur anytime you get the opportunity to work with your supervisor.

ASK: When would be a good time to get some feedback?

ANYTIME -- but a midterm counseling session by the supervisor is very helpful in keeping on track to meet expectations and reach goals.

10-B-4-c-(4)

STATE: "Providing a list of significant accomplishments, if desired."

ASK: What are some ways you can provide a list of accomplishments to your boss?

They should say the Support Form you showed them earlier. If they do...

ASK: The support form is the way you provide input to your supervisor. But what's the best way for you to track your performance during the marking period?

Use the form to collect bullets during the period, Green log book/notebook, create their own file, etc.

ASK: How can this help your supervisor?

It helps justify their marks and makes it easier to complete the form.

Point out that the PERSMAN also requires the supervisor to provide a method for the evaluatee to give input.

10-B-4-C-(5) STATE: "Requesting a copy of the marks form." This gives you a record of your performance.

10-B-4-C-(6) STATE: This is the counseling session with your supervisor to review your goals and expectations and set up new goals for next marking period.

STATE: This information is just the highlights of the marking system. I encourage all of you to ask your supervisors if you have any questions. Also, make sure you read 10-B in the PERSMAN. Someday soon **you'll** be marking people.
